School Improvement Grants
School Level Section
Tiers I, II, and III

Name of School: North Middle School			Grades Served: 6th – 8th			
TIER I	**TIER II**	**INTERVENTION**				**Tier III**	**Intervention**
		turnaround	**restart**	**closure**	**transformation**		

DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

➤ List the members and positions of the committee that conducted the needs assessment and determined the outcome. *Your answer must include the following: A list of the names of the members of the committee and the position within the district that each person is representing. The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents.*

The community members that participated in the needs assessment were families of students currently enrolled at North Middle School. We used our partnership with Parent Information Resource Center (PIRC) to deliver and summarize the results of an assessment of our school, its programs, and our community's needs. PIRC included a survey of North Middle School staff in this process.

The analysis of our buildings academic data was completed with the following members of our Building Leadership Team and Staff Development members:

Valerie Nefzger – Building Principal
Audra Nesland – Building Leadership Team Member and Title I Reading Teacher
Travis Miller – Building Leadership Team Member and Science Teacher
Danielle Harding – Building Leadership Team Member and Special Education Teacher
Connie Krueger – Building Leadership Team Member and Instructional Coach
Kathy Walker – Building Leadership Team Member and Writing Teacher
Anna Ball – Building Leadership Team Member and Art Teacher
Annie Melendez – Building Leadership Team Member and Math Teacher

Additional consultation on data results and determining proposed interventions included the following:

Sharon Rendon – RCAS Secondary Math Leader
Deann Kertzman – RCAS Elementary Math Leader
Ann Hengen – RCAS Secondary Literacy Leader
Lisa Plumb – Director, Federal Programs and Grants
Susie Roth – Director, Staff Development
Deb Warr - Knollwood Elementary Principal
Cary Minnick – General Beadle Principal
Danny Janklow – Horace Mann Principal
Chris Martian - Technology

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➢ Indicate the data sources that were analyzed as part of the school's comprehensive needs assessment designed for the purpose of the SIG application. *Your answer must address data within the four lenses of the Data Retreat^{SM} process: Student, Professional Practices, Programs & Structures, and Family & Community Data. Include an evaluation of current practices and programs as required in the third lens of data review. If any of the schools involved have had a school level audit based on the District Audit Tool published by CCSSO, the results must be included in the data analysis.*

DSTEP Data from prior five years

District Level Assessment Data to include Gates, CBM's, DACs results

Standards Based Report Card Data from Northside Elementary Schools

Common Formative Assessments specific to North Middle Schools Reading and Math Goals

Professional Practices, Programs and Structures were analyzed through survey information and evaluation reports completed under guidance from RCAS

Family and Community Data

PIRC Survey Data

District Review of prior Audit Results (2007)

➢ Describe the process used to complete the school's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *Your answer must include the following: WHEN the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); WHO was involved with the analysis of the data; and HOW the comprehensive needs assessment was accomplished.* The comprehensive needs assessment was conducted on April 5, 2011 with the members of the Building Leadership Team. These members are: Audra Nesland, Annie Melendez, Travis Miller, Connie Krueger, Erin Lehmann, Anna Ball, Kathy Walker and Danielle Harding and facilitated by Valerie Nefzger. The compilation of the data prior to that review date included several RCAS district employees, including: Chris Martian, Computer Programmer (to compile data on feeder schools), Deann Kertzman and Sharon Rendon, Elementary and Secondary Math Coordinators, and Ann Hengen, Secondary Literacy Coordinator. Input from the office of Staff Development and Federal Programs and Grants was given and reports from these offices were reviewed as well.

A second needs assessment was conducted with the RCAS Student Achievement Team on April 12, 2011 using the same data samples.

Broadly describe the results of that review. *Summarize the results of the CNA for this school.*

<div align="center">BLT Data Review Math:</div>

➢ Dakota STEP Data:
  - The Building Leadership team reviewed five years of D-Step math scores and observed that an average of 59% of students scored Below Basic or Basic as measured by the D-Step.
➢ DACS:
  - The Building Leadership Team did a three year review of DACS scores in math and discovered an average of 73% low average and below average students as defined by DACS.
➢ Formative Assessment Statistics:

- The Building Leadership Team reviewed the formative assessment conducted by the 6th, 7th, 8th grade teachers and found the following results:
  - 8th grade: The pretest average of 70% or better was achieved by 3.5% of the 8th grade students. The posttest average of 70% or better was achieved by 52% of the 8th grade students.
  - 7th grade: The pretest average of 70% or better was achieved by 15% of the 7th grade students. The posttest average of 70% or better was achieved by 44% of the 7th students.
  - 6th grade: The pretest average of 70% or better was achieved by 35% the 6th grade students. The posttest average of 70% or better was achieved by 61% the 6th grade students.

Transitioning Student Data - Looking at 5th grade students
- In reviewing a four year timeline for our feeder schools' fifth grade standard-based report cards for math, the Building Leadership team found an average, ranging from 23% to 38% of students not reaching proficiency on the five number sense skills.

BLT Data Review Reading:

➤ Dakota STEP Data:
  - The Building Leadership Team reviewed five years of D-Step reading scores and observed that an average of 46.2% of the students scored Below Basic or Basic as measured by the D-Step.
➤ CBM (Curriculum Based Measurement)
  - Over a three year period, North Middle averaged a Basic score on the CBM testing of reading fluency.
➤ GMRT (Gates-MacGinitie Reading Test):
  - Over a three year period, at no time did the average 6th, 7th, or 8th grade reading score reach beyond Basic on GMRT tests.
➤ Formative Assessment:
  - Reading teachers on the 6th, 7th, 8th grade levels created formative assessments for Indicator Five of the state Reading Standards (Students can access, analyze, synthesize, and evaluate informational texts*). A pretest and posttest revealed growth, but indicated that students were still not proficient on this indicator.

BLT Data Review Family and Community Data:

➤ Parents indicated that the front office staff is frequently helpful and friendly (88.9%). 96% of the parents felt welcome at the school. 94.6% of the parents felt their child is "treated with respect and taught to behave respectfully and responsibly."

➤ In a parent survey given to parents in the fall of 2010, 18.9% of the respondents reported that students were not well-prepared for the next grade level.

➤ In the same survey given to teachers in the fall of 2010, 35.7% of the respondents reported that students were not well-prepared for the next grade level.

➤ In the survey, parents indicated that communication could be stronger. 44.3% picked "Sometimes" for the statement: "You are provided with specific information about what your child is learning in various subjects."

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BLT Data Review Professional Practices/Programs and Structures:

➢ Professional Practices
- o North maintains a commitment to Inquiry Based math instruction. We have adopted a research based curriculum in all grade levels (Connected Math 2) The district is committed to the continued support and implementation of the inquiry initiative and to assisting and supporting all math teachers in the implementation of inquiry math.
- o Project PRIME (Promoting Reflective Inquiry in Mathematics Education), focused on improving the professional capacity of all mathematics teachers through 100 hours of training for district math teachers, including all of NMS .
- o In the summer of 2010, all North Middle School math and special education teachers were given a number of professional development options. Furthermore, middle school teachers have had five training sessions throughout the 2010-2011 school year. The professional development opportunities are focused on the implementation of the Connected Math 2 materials.North maintains a commitment to a balanced literacy approach and the workshop model in all content areas.
- o North actively participates in the Secondary Learning Lab initiative of RCAS, whose purpose is to observe student learning and instruction in the areas of balanced literacy, inquiry-based mathematics, and content driven technology integration in order to apply the observed practices to one's own classroom. The outcome is to implement a particular set of practices in classrooms across the district, as well as to increase collaboration, dialogue, and reflection among teachers.
- o Reading instruction is provided for all students at North Middle School through use of Title I funds.
- o Support for staff through literacy and math coaches to includes coaching cycles, Study Groups, learning labs and other opportunities for professional growth.
- o Implemented Write to Learn Assessment with all 7th grade students and related staff received training.

List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

➢ STRENGTHS
- • Through the implementation of Learning Labs teachers are being trained to collect and analyze data on student learning.
- • Staff have routinely collaborated in study groups, data groups and professional development opportunities. Professional Development at North Middle School is a strength.
- • 2010 results showed North making AYP in Reading and Math for our Native American, Economically Disadvantaged, and All categories. This is the first

year North has showed such significant growth. AYP data included under rationale in next section

- Our most formative data proves the ability of teachers and students to improve achievement through targeted instruction at specific goal areas (Reading and Math data)

➤ WEAKNESSES

- DStep scores over time for North have shown failure to make AYP in most categories
- Deficiencies in Number Sense and foundational math skills for a significant portion of all grade levels with inadequate growth to 'catch up' and close the gap
- Inadequate growth in Reading to 'catch up' and close the gap.
- Current structure of day and limited additional resources don't allow for broad opportunities to provide instructional interventions in key areas (math number sense for example)
- Current staffing doesn't allow for building wide training in implementing non-fiction writing and reading in all content areas (as a high leverage strategy and as preparation for Common Core Adoption)

➤ PRIORITIZED NEEDS

- Additional math instruction time
- Training in AVMR as a diagnostic tool for students experiencing difficulty in mathematics
- Math resources for Targeted Math Class (Do the Math)
- Additional licenses of Write To Learn (all grade levels)
- Professional Development in implementing Common Core Standards (specifically the use of informational writing in all content areas)

➤ Provide the rationale used to commit to serve this school with SIG funds. *Why is this school served?* North Middle School, of the Rapid City Area Schools, in Rapid City, South Dakota, consists of grades 6-8 with a current enrollment of 550 students. It is just south of the Rushmore Mall and Interstate 90. Our three feeder elementary schools are schoolwide Title I schools as well. North Middle Schools student profile is indicated in the table below.

➤ **Student Characteristics**	➤ **Percentage/Data**
➤ Native American	➤ 58%
➤ White	➤ 35%
➤ Asian	➤ 1%
➤ Black	➤ 2%
➤ Hispanic	➤ 4%
➤ Special Education	➤ 15%
➤ Gifted and Talented	➤ Less than 1%
➤ Limited English Proficiency (LEP)	➤ 0%
➤ Poverty – Free and Reduced Lunch	➤ 85%
➤ Migrant/Homeless	➤ 15%
➤ Mobility Rates	➤ 37%

North has been listed as a School in Improvement Status since 2003. The tables below highlight our current School Year AYP Determination

Current Year School AYP Determination

Measure	Status
Math	Y – Did meet AYP – Level 5
Reading	N – Did not meet AYP – Level 5
Attendance	Y – Did meet AYP

Math			
	Assessment	AYP	Prof./Adv. %
All students	Y	Y	55%
White	Y	Y	67%
Black or African Am.	Y	Y	67%
Asian/Pac. Islander	N/A	N/A	(not measured)
Native American	Y	Y	45%
Hispanic	Y	Y	52%
Economically Disadv	Y	Y	49%
Students with Disab	Y	Y	24%
Limited Eng. Prof.	Y	Y	(not measured)

Reading			
	Assessment	AYP	Prof./Adv. %
All students	Y	Y	53%
White	Y	Y	73%
Black or African Am.	Y	Y	67%
Asian/Pac. Islander	Y	Y	(not measured)
Native American	Y	Y	47%
Hispanic	Y	Y	39%
Economically Disadv	Y	Y	49%
Students with Disab	Y	N	20%
Limited Eng. Prof.	Y	Y	(not measured)

(**2**) (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

> Not Applicable – Tier III School

(**3**) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their

quality. *Indicate the process used up to this point for selection of external providers.*
Provide a detailed plan for this process in the future. Who will be involved in the selection
procedure? What criteria have been set?

<mark>Not Applicable – Tier III School or is this where we should put RFP wordage?</mark> While
North is a Tier III school we will complete an RFP for outside consultant on Common
Core Standards Implementation. The outside consultants will need background in
Common Core, specifically non-fiction writing and reading components as well as a
philosophy in line with RCAS literacy programs.
(Tier I & II - mandatory; Tier III - optional)The LEA must describe actions it has taken,
or will take, to design and implement interventions consistent with the final requirements.
Check the intervention model and answer the questions pertaining to the intervention
model chosen for this Tier I or II school. If this is a Tier III school, complete if using one
of the four intervention models or skip to question #7.

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☐   **The Turnaround Model**
   Section I.A.2(a)

a. Describe the process the district will use to replace the principal and the operational
    flexibility the new principal will be given. [Section I.A.2(a)(i)]
    ▪   *When will the contract with the current principal end?*
    ▪   *What criteria will be used in selecting a new principal?*
    ▪   *What is the process that will be used to select the new principal?*
    ▪   *Who will be involved in the decision making?*
    ▪   *When will the process take place? If the principal has been replaced recently,*
        describe the circumstances and process.
    ▪   *How will the principal be Included in staffing, calendars/time, and budgeting?*
    ▪   *How will this flexibility help the new principal implement fully a comprehensive*
        approach in order to substantially improve student achievement outcomes and
        increase high school graduation rates?

b. Describe the process the district will use to replace staff and refresh the teacher pool for
    this school. [Section I.A.2(a)(ii)]
    ▪ *What locally adopted competencies will be used to measure the effectiveness of staff*
       who can work within the turnaround environment?
    ▪ *What is the district's definition of "staff"? Does this include both teachers and*
       paraprofessionals?
    ▪ *How will the district screen all existing staff?*
    ▪ *What is the process for determining which staff remains in the school? No more than*
       50 percent of existing staff can be rehired. What is the current pool of teachers and
       paras? Determine the 50% threshold of staff in each category that can be rehired.

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- *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*

c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*

d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
  - *List resources available to new staff.*
  - *Will there be a mentoring program or literacy and/or math coaches available?*
  - *How will the professional development be aligned with the school's comprehensive instructional program?*
  - *Indicate how the professional development will be designed in collaboration with school staff.*

e. Describe the new governance structure that will be adopted for this school.
  - *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
  - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
  - *What changes in operational practices will be made?*

f. Describe how an instructional program will be determined and designed.
  - *What data will be used to identify the instructional program to be used? How will it be used?*
  - *How will the school ensure that the instructional program is research-based?*
  - *How will vertical alignment from one grade to the next be determined and ensured?*
  - *How will the school ensure alignment with State academic standards?*

g. Describe the process the school will use to promote the continuous use of student data.
  - *Indicate the use of student data such as from formative, interim, and summative assessments.*
  - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

h. Describe how the school will increase learning time.
  - *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
  - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*

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- *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

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❑ **The Restart Model**
Section I.A.2(b)

a. Describe the rigorous review process the district undertook to select a partner to restart the school.
- *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*
- *How will the new school operation result in acceptable student growth for the student population to be served?*
- *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
- *What performance expectations will be contractually specified for the restart partner?*
- *Is the LEA prepared to terminate the contract if performance expectations are not met?*

b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?

c. How will funds from this grant be used to support the restart model?

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❑ **School Closure Model**
Section I.A.2(c)

a. Describe the process the district used to determine to close this school.
- *How were decisions based on data? How is this transparent to the school and local community?*
- What is the impact of school closure to the school's neighborhood, enrollment area, or community?
- How does school closure fit within the LEA's overall reform efforts?

b. Which higher-achieving schools have been identified that have the capacity to receive students from this school?
- *Indicate that these schools are in close proximity of the school to be closed.*
- *How will the students and their families be supported by the LEA through the re-enrollment process?*
- *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
- *How will the LEA track student progress in the recipient schools?*

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❑ **The Transformation Model**
Section I.A.2(d)

Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]
a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
- *When will the contract with the current principal end?*
- *What criteria will be used in selecting a new principal?*
- *What is the process that will be used to select the new principal?*
- *Who will be involved in the decision making?*
- *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*

b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
- *How will data on student growth be a significant factor in the evaluation system?*
- *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
- *How will the school define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or*

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more points in time)? For grades3-8 and 11, student growth data must be based on student scores on the Dakota STEP.

- *Are the evaluation systems designed and developed with teacher and principal involvement?*
- *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
- *How will the district identify and remove those who, after ample opportunities have been*
  provided for them to improve their professional practice, have not done so?
- *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
- *How will the school ensure that the professional development is aligned with the school's comprehensive instructional program?*
- *How will the school ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*
- *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions).*

c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

Comprehensive instructional reform strategies

d. Describe how an instructional program will be determined and designed.
- *What data will be used to identify the instructional program to be used? How will it be used?*
- *How will the school ensure that the instructional program is research-based?*
- *How will vertical alignment from one grade to the next be determined and ensured?*
- *How will the school ensure alignment with State academic standards?*

e. Describe the process the school will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments.*
- *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

f. Describe any optional instructional reform strategy the school chooses to implement.

Increasing learning time and creating community-oriented schools

g. Describe how the school will increase learning time.

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- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
- *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research).*
- *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

Providing operational flexibility and sustained support
i.   Describe the operational flexibility that will be given to this school.
- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
- *What changes in operational practices will be made?*
- *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*

j.   Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
- *What kind of support will be provided and how often?*

k.   Describe any other optional strategies for providing operational flexibility and intensive support.

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(4) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

> ➤ Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

(5) (Tier I, II, & III) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

> ➤ List the reading and math annual goals for this Tier I, II or III school, if applicable.

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2010-2011 Math: 79% of all students will score at or above a proficient level in math as measured by the Dakota Step Test in the spring of 2010. (AMO)

Specific core standards to address or improve include:

6.S.2.1.	(Knowledge) Find the probability of a simple event.
7.S.2.1.	(Comprehension) Given a sample space, find the probability of a specific outcome.
8.S.2.1.	(Comprehension) Find the sample space and compute probability for two simultaneous independent events.

Reading: 76% of all students will score at or above a proficient level in reading as measured by the Dakota Step Test in the spring of 2010. (AMO)

Specific core standards to address or improve include:

Reading – Indicator 5 – Students can access, analyze, synthesize, and evaluate informational texts.	
Standard 6.R.5.1	Students can compare and contrast information on one topic from multiple informational texts.
Standard 6.R.5.2	Students can evaluate the credibility of informational texts.
Standard 6.R.5.3	Students can utilize sources to locate information
Standard 7.R.5.1	Students can determine which reference sources will provide the best information for the assigned task.
Standard 7.R.5.2	Students can analyze and organize data from informational text.
Standard 7.R.5.3	Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.
Standard 7.5.R.4	Students can analyze the author's purpose in text.
Standard 8.R.5.1	Students can evaluate information and author's purpose about a topic gathered from informational text.

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Standard 8.R.5.2	Students can recognize expository, persuasive, and procedural text.
Standard 8.R.5.3	Students can combine new information with existing knowledge to enhance understanding.

> ➢ *The districts must use the Dakota Step (indicator) to define their measurable goals which are based upon the percent of proficient students A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year). Other goals should be set that are measurable and specify the indicator (district assessments) that will be used during each of the grant years.*

(6) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*
Math Teacher for Instruction of At-Risk Students:
Purpose
The Math Teacher position is designed to provide extra instructional assistance to students who have not yet reached proficiency in mathematics, specifically in Number Sense . The program goal is to provide the extra support needed to succeed in mastery of the content of our regular math program.
The SIG funds will be used to improve academic achievement in Math by providing for additional instruction specific to student needs through a second block math class for identified students in sixth through eighth grade.
Program
Targeted students will receive an additional 45 minutes of instruction per day in mathematics, specifically in Number Sense. *Do The Math* is the primary curriculum for this course and is in alignment with our inquiry based mathematics program. Class size will be limited to fifteen students with the support of an instructional assistant to allowing for small group work, a necessary component. The small group size allows the teacher to target the needs of the group and provide optimal support.
Targeted Students
The students that will participate in the program are chosen through a rigorous assessment process to include:
* Proficiency in number sense
* Performance on DACS
*Performance on Scholastic Math Inventory
* Proficiency on D-STEP
*Unit pretest and posttest data
After analyzing assessment data by proficiency level, the list of potential students for the math program will be reviewed for teacher input.

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Math Tutoring Curriculum
The curriculum is designed to incorporate both the Rapid City Area School Standards and the State of South Dakota Content Standards. The instruction is differentiated based on student needs. The curriculum materials will be based around *Do The Math*, a supplemental program currently adopted for special education students. We choose to use this curriculum to provide a consistent continuum of support for students who may be participating in the RTI process.

Targeted Objectives
* Provide second math class for identified students as an instructional intervention for students not mastering the number sense standards for their grade level.
Add+Vantage MR Training for all teachers of mathematics at North Middle School over grant period
*Provide Staff release time/compensation for data retreats for examining data and setting goals

Preparation for Integration of Common Core Standards – Non-Fiction Writing across content areas
Purpose
SIG funds will also be used to hire an outside consultant to help with implementation strategies around the Common Core Standards, specifically the emphasis on informational text. Based on College and Career Readiness Anchor Standards for Writing emphasize the shared responsibility for students' literacy development in all content areas. In addition, materials and resources will be purchased to support this work (*Write to Learn* Licenses for all students; additional non-fiction text for all content areas).

Program
The program will increase the amount of certified staff support to increase nonfiction reading and writing in all content areas, a high leverage instructional strategy. The Common Core Implementation Guide and NAEP point directly to a "special emphasis on informational text" and a shared responsibility within the school to promote instruction in reading, writing, speaking, listening, and language. Through working with a consultant and using current structures we believe we can assist staff in preparing for the implementation of Common Core by providing development specific to the Common Cores heavy emphasis on non-fiction writing.

In addition, access to the State's writing assessment *Write to Learn* for all students in all three grade levels will provide further opportunity for writing in content areas that receives timely and specific feedback relevant to the students' needs in writing in the content areas.

Targeted Staff/Targeted Students
All staff and students at North middle school will receive the additional training and material resources.

Targeted Objectives
*Provide training for content teachers on incorporating non-fiction writing across contents as both a high leverage instructional strategy and a preparatory step for adoption of Common Core Standards
*Provide *Write to Learn* licenses for all students grades 6-8 at North Middle School
*Provide staff release time/compensation for Write to Learn training utilizing RCAS trainers.
*Purchase additional non-fiction resources across content areas

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(7) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe while developing the LEA and school application for SIG funds.*

> **BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.**

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Budget categories for consideration in required budget narrative.

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

1.0 FTE Math Teacher for at Risk Students	$39,000
1.0 FTE Math Instructional Assistant for at Risk Students	$14,500
Data Retreats (up to 8 teachers @ $20 per hour)	$4,000
Substitute Pay (for AVMR and data retreats at $90 per day)	$3,600
	$61,100
	Three Year Total ($183,300.00)

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

2.0 FTE (53,500 x 0.0765 Social Security-Medicare)	$4,092.75
2.0 FTE (53,500 x 0.06 Retirement)	$3,210.00
2.0 FTE (53,500 x 0.0054 Workman's Comp)	$288.90
2.0 FTE (3,977 x 2 Insurance)	$7,954.00
AVMR & Data (7,600 x .0765 Social Security - Medicare)	$581.40
	$16,127.05
	(Three Year Total $48,381.15)

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

10 classrooms computers @ $950 per	$9,500
Printer	$600

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Do the Math (Start up and two years replacement materials for students)	$15,000
Math Supplies (manipulatives, calculators, print over three years)	$17,000
Connected Math 2 (Teacher Additions and CD-Roms)	$3,500
Write To Learn Licenses (at $10 per student per year cost x 3 years)	$12,000
Non-Fiction Materials (High Interest Content Area Text over three years)	$50,000
	$97,500

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Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

RFP for Common Core Implementation Support – (5,000 per day/5 days per year) $75,000
        Non Fiction Writing and Reading Emphasis over three years

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Advantage Math Training (8 teachers total over 3 years) $11,200
Conferences, Workshops, Trainings (5,000 per year) $15,000
                                                                                      $26,200

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program. (3 year total)
                                                                                      $10,200

Include a budget description for <u>each year</u> of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.

Grant Periods:
Project Year 1:   July 1, 2011 – June 30, 2012
Project Year 2:   July 1, 2012 – June 30, 2013
Project Year 3:   July 1, 2013 – June 30, 2014

	Year 1	Year 2	Year 3
Personnel:	$61,100	$61,100	$61,100
Employee Benefits:	$16,127.05	$16,127.05	$16,127.05
Travel:	$0	$0	$0
Equipment:	$10,100	$0	$0
Supplies:	$32,500	$32,500	$32,500
Contractual:	$25,000	$25,000	$25,000
Professional Development:	$7,800	$9,200	$9,200
Indirect Costs:`	$3378	$3411	$3411

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Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)

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Name of School: North Middle School

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Budget Summary -

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Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)	
	Pre-implementation	Year I - Full Implementation				
1. Personnel		61,100.00	61,100.00	61,100.00	$183,300.00	
2. Employee Benefits		16,127.05	16,127.05	16,127.05	$48,381.15	
3. Travel		0	0	0	$0	
4. Equipment		10,100	0	0	$10,100.00	
5. Supplies		32,500	32,500	32,500	$97,500	
6. Contractual		25,000.00	25,000.00	25,000.00	$75,000.00	
7. Professional Development		7,800.00	9,200.00	9,200.00	$26,200.00	
8. Total Direct Costs (line 1-7)		$152,627.05	$143,927.05	$143,927.05	$440,481.15	
9. Indirect Costs*		$3378	$3,411.00	$3,411.00	$10,200.00	
10. Total Costs (lines 8-9)		$156,005.05	$147.338.05	$147,338.05	**$450,681.15**	

*Use restricted indirect cost rate (same rate as regular Title I program)
** Contingent upon continued federal funding